



# Holy Rood Catholic Primary School, Swindon



## Behaviour Policy



## School Vision:

### Belong

At Holy Rood Catholic Primary School, we aim to provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

### Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

### Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will have had the opportunity to go on to become ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

## Children's Mission Statement:



## **Behaviour Policy**

**Safeguarding children is enshrined in all school policies and practice. We believe in creating and maintaining a healthy, safe and enjoyable learning environment for all children to allow them to achieve and make a positive contribution.**

### **This policy is to be read in conjunction with:**

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Mental Health and Well-being Policy
- Equality Policy
- Anti-Bullying Policy
- Exclusion Policy
- Positive Handling Policy
- SEND Policy
- Attendance Policy
- Acceptable Users Policy
- Keeping Children Safe in Education 2024

### **Learning**

The source of everything that we learn is from our continuous interaction with God's world around us, especially from life experiences, and our relationships with other people. It is in this way that we come to live our lives in the best way that we can, confident in God's love for us.

To thrive we need to live and learn within an environment where we can all feel that we belong and where each person's positive achievements are valued and celebrated.

This charter establishes how everyone at, or associated with, Holy Rood Catholic Primary School can contribute to creating this learning environment, a place where we can all become more critical thinkers, fulfilling our potential, contributing to good in this world and developing our individual relationships with our loving Father who has promised us eternal life.

### **Belonging**

It is everybody's responsibility to help everyone to feel that they belong at Holy Rood Catholic Primary School; a place where we can all feel safe and have a strong sense of identity in an atmosphere of love.

### **Behaviour and our Needs**

At Holy Rood, we believe that in order for us to be able to manage the behaviours of our young people appropriately and effectively, we need to have an understanding of

why they may be displaying certain behaviours (see Appendix 1 for further information for staff).

We appreciate that our actions and responses to each other can influence the success of our ambitions for meaningful and fulfilled lives.

We know that unless our physiological needs are met, they can impede concentration and learning. We do our best as a school to provide appropriate material surroundings, staff and resources to cater for our children's physical needs. We work closely with families and other professionals to confirm that our children can be as healthy and comfortable as possible and that their development is not limited by any form of neglect.

Ensuring that everyone is properly cared for is of paramount importance at Holy Rood. It is vital that our children feel secure and confident of our sensitivity, understanding and protection in all circumstances. We strive to show compassion to the emotions of others and respond positively to reassure and negate worries, demonstrating God's love in action.

We all have a deep desire to be part of a group and community (within families, with friends, at school or work). We need other people to help us and care for us so that we can remain safe and feel valued. When other people are not there for us we are likely to feel unimportant, lonely, abandoned or neglected. A significant proportion of poor behaviour such as bullying, attention seeking, disobedience to rules and anger, is driven by a need to feel important to others that is not being satisfied in a healthy way. Understanding that need can inform an appropriate response. In a Christian environment, where everyone is loved, we will exercise patience and empathy.

It is thought that the need for respect or reputation is most important for children and adolescents and precedes their own sense of self-esteem or dignity. When this need is not being met, it leads to feelings of loneliness, inadequacy and worthlessness which can negatively impact on children's mental health.

In our school we try to follow Jesus - "I give you a new commandment: love one another, you must love one another just as I have loved you. It is by your love for one another that everyone will recognize you as my disciples".  
(John 13. 34-5)

We do our best to love and encourage individuals to feel cherished and further develop self-esteem by achievement, mastery and independence. We want our children to belong, learn and achieve. We promote a desire to be "the best that one can be" and do our best to make sure that needs are met in a community where individuals are able to flourish and accomplish everything that one can.

### **Safeguarding**

Each member of staff has a duty to safeguard children at all times. If you have any concerns around a child's safety or well-being then please ensure you follow the

school's Safeguarding and Child Protection Policy. Adhering to the policy is mandatory.

### **Expected Behaviour**

As human beings we all experience a wide range of emotions - some of them can make us feel miserable and sad. In the right context, these feelings are completely natural and will eventually help us to progress, but sometimes they can affect us badly and get in the way of rational thinking and behaving. They can take away our confidence and prevent us from enjoying life. It can be especially hard to cope with complex emotional feelings and we all need guidance in developing the skills to deal with them.

At Holy Rood, all members of staff are always ready to listen to children's concerns. We also build time within the school day for reflection and follow a nationally recognized program (Jigsaw) for personal, social and health education. We ensure that we have an experienced pastoral lead whose role includes providing support for emotional well-being when needed.

Children are encouraged to acknowledge the feelings that they are experiencing, whilst understanding how this can affect their behaviour both in and out of school. They are given the opportunity to reflect and think of ways in which they can manage their emotions, such as speaking to a trusted adult. At Holy Rood, the children know that demonstrating our school values allows us to show positive behaviour towards others.

When we demonstrate positive behaviour towards another person, they are very likely to feel safe, believe that we will help them and that they are important to us. At Holy Rood Catholic Primary School, we expect everyone to behave in this way, linked intrinsically to our Gospel based values and by showing the following behaviours:

**Love**: a willingness to be a kind person to everybody, no matter what. This is shown by loving others, by welcoming and including them as friends, being polite, showing tolerance and going out of our way to support them when needed.

**Prayer**: an individual and unique experience for each person which shows a willingness to put our lives in the hands of God. It's in our hearts, actions and words. We can pray by using our senses to appreciate the world around us and finding joy in God's presence. This is seen more formally through requesting help or expressing praise and thanks to God, but can simply be appreciating a moment or even be entwined in a kind smile.

**Courage**: we should always be brave enough to push ourselves out of our comfort zones and try something new. This will help enrich our experiences and develop us whilst on our learning journey as critical thinkers.

**Compassion**: a willingness to look out for and support others in any way necessary. Our aspiration is for everyone to feel included and have a sense of identity as part of our Holy Rood Catholic Primary School and within God's world. We also encourage this compassion towards every human being, irrespective of race, religion, nationality, sexuality, disability, gender, or any other difference.



**Confidence:** we will help each other to feel important within our community by celebrating and rewarding each other for our endeavours, skills and success in all that we do. We will seek to be role models for each other, encouraging healthy learning and creativity.

**Respect:** a willingness to look after ourselves, others and our environment, living as part of God's world. We have regard for the feelings, wishes and rights of others and recognise that every individual has been created by God and receives God's unconditional love.

**Honesty:** a willingness to be honest in what we say and do. This means being truthful and trustworthy, understanding and following the rules. We should be open and sincere.

**Responsibility:** we expect everyone to take responsibility for their own behaviours, conforming to our rules and ways of behaving so that we sustain our safe culture and maximise our learning.

**Fairness:** we should all have fair access to everything that we need. We will seek to treat each other fairly according to our individual needs and genuinely listen, trying to understand the position of others before making judgements.

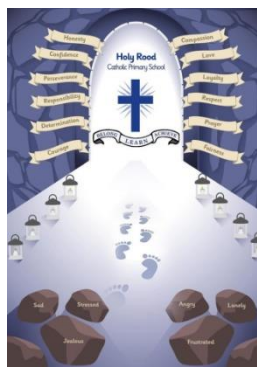
**Loyalty:** we will be loyal to each other; avoiding gossip, and looking out for others within our school and our wider groups. This includes the online world as well as in person. We will show our devotion to our Christian faith through being loyal to those around us.

**Perseverance:** a willingness to ensure that every day, we work hard to find out something new. We use every moment to develop and deepen our knowledge, understanding and skills by listening carefully and always trying our best.

**Resilience:** a willingness to always do our best and not to give up when faced with a challenge. We persevere to make courageous choices and to keep on going when we find things tricky. We have an understanding that it is okay to make mistakes or to find things difficult, as this is how we learn.

Below is a visual reminder to show the importance of following God's footsteps in order to achieve our best. It's okay and natural to feel negative emotions from time to time, but it is how we deal with them that will help us to thrive while living out our Gospel based values.

(See appendix A for full-size image)



## **Rewarding Positive Behaviour**

We will reward the Positive behaviour of others at every opportunity. This will strengthen our feelings of confidence, self-esteem, and belonging, as we all become more able to solve problems healthily.

### **Rewards:**

Positive reinforcement promotes good behaviour. As well as routinely sharing enthusiasm, joy and verbal praise, Holy Rood uses the following rewards to achieve this:

### **Individual Rewards**

- \* Certificates and awards in celebration assembly
- \* Visits to Senior Leaders for extra special praise/rewards
- \* Sharing work with partner class/class/another teacher
- \* House points

The house points are collated on both school sites and totals shared each week in celebration assembly. The winning house for each term then gets a reward, decided with input from the school council, such as a non-uniform day.

### **Whole Class Rewards**

Each year group uses their own system to reward whole class achievements. This is adapted for each year group when required.

This could include:

- Marbles in a jar
- Brownie points
- Table points

This reward system allows the class to earn an extra treat at the end of the term which is decided upon by the children

Examples:

- \* 10 minutes extra play
- \* Class DVD
- \* Privilege time
- \* Free computer time in IT room/iPads

## **Managing Negative Behaviour**

Poor behaviour is always driven by need feelings such as anger, fear, anxiety, hunger, annoyance, frustration, tiredness, a need for attention, sadness, being left out, a sense of unfairness and so on. These feelings are generated by how an individual perceives their world *in that moment* and no matter how much we believe they should not feel or act this way, we should acknowledge and accept that they simply could not see it otherwise. In fact, in some situations, emotional arousal may be so high that any ability to think clearly and rationally will have been hi-jacked.

We all behave negatively as a consequence of our feelings from time to time. We all make mistakes. At Holy Rood, we consider mistakes to be an opportunity for us all to learn and we will ensure that this learning is as fulfilling as possible.

Common, or low-level, negative behaviour should be **dealt with at the time it occurs** whenever possible. The **behaviour should be described**, including **how it fails to meet expectations**.

We should not expect instant results when we challenge negative behaviour as often it has been instinctive and habitual as a way for individuals to cope with unmet needs. However, if the following process is used effectively and consistently, this learning can be very rewarding, and therefore very rapid indeed.

### **Learning to Flourish – how we can help encourage positive behaviour**

#### **Golden Thinking**

Thinking is about solving problems and skillful thinking which will enable all of us to become more and more able to solve problems in a way that is beneficial for ourselves and for other people.

The children have collectively created a scroll of ideas of ways in which they can remain calm and composed when experiencing negative feelings.

We all have the ability to choose what we think about, to pay attention and focus our thoughts on particular things. However, for many this ability is difficult to access due to high emotional arousal, where our fears and anxieties drive our thinking. Such individuals are simply enduring situations as well as they are able and are often struggling to feel important to others. We can help them feel included and important by watching for, and rewarding, any positive behaviour they show, however small. Once an individual feels safe, calm, and that they belong, they can gain access to the ability to choose how to focus their thoughts.

We have called this Golden Thinking and when using it:

- We can choose to be curious, to ask questions, think clearly, and explore how God's world works.
- We can choose to seek the bigger picture, taking a wholesome view of God's world around us.
- We can choose to act with composure, staying calm and acting without haste.
- We can choose to collaborate, working with others to seek the best possible solutions to problems.
- We can choose to act with compassion, caring for ourselves, for others and for God's world.

Developing this ability, this power of healthy thinking, will naturally enhance individual and collective creativity and talent.

When we are calm and have ready access to our Golden Thinking, we can easily spot the mistakes we make by identifying that something is wrong, or could be improved. This is when we can turn to God for support and realise that 'It's in Our Hands' to both improve the situation and learn from it.



However, a great deal of poor behaviour happens when we are highly emotionally aroused, such as when we are angry, frustrated, anxious, or overwhelmed. In this condition, we simply cannot think clearly and we behave the only way that we know how to solve the problems we may perceive. This can include becoming aggressive, shouting, swearing, withdrawing, running away, or otherwise misbehaving. To learn how to solve such problems in a more effective and healthy way, we first need to be able to access our Golden Thinking.

We can help other people to gain access to their Golden Thinking by:

- Remaining calm ourselves, viewing every incident as an opportunity for everyone involved to learn.
- Using 'I' statements' to assertively describe their behaviour such as 'I expect you to be kind to each other' or 'I am feeling really sad that you are.....'
- Avoid escalating a situation by condemning, criticising, or punishing whilst emotions are running high, no matter how much we disagree with how another person is behaving.
- Separating those involved, if necessary, and taking firm, impartial, control of a situation.
- Use humour or distraction as appropriate to help calm a situation.
- Allowing time for people's emotions to subside whilst reassuring them that we wish to help them to solve their problem. Statements to show that we understand can help, such as, "I can see that you are really angry..... (frustrated, annoyed) at the moment."
- Seeking to understand the whole situation, remembering that all Red Zone behaviour is driven by a legitimate need.
- Dealing with all parties involved fairly, no matter how obvious it may seem at first that one person is at fault.
- Reminding them, once they have calmed, that thinking clearly is really hard when we are upset and how we can all learn so much more when we are calm and have access to our Golden Thinking.

### **"It's in our Hands"**

When talking to a person who has demonstrated negative behaviour, we can help them by asking the question, "How are/were you feeling?" or "How can we make it better?" This signals that we are willing to understand their situation and that, although there may be consequences for the negative behaviour, the intention is to help them to find a solution.

Very often, after a behavioural incident, once our emotions have calmed, we may feel disappointed with ourselves, perhaps guilty, or ashamed with our part in the event. Whilst these are unpleasant emotions, we can explain that by acknowledging them, we can view them as helpful in that they are signaling to us that we could have solved a problem in a better or healthier way. In fact, we can consider that these feelings are the starting point for learning how to improve behaviour.

However, individuals involved may still believe that others concerned are entirely to blame, or should also be held accountable for their part. We should, as impartially as possible, explore their explanation of how they came to feel this way, helping them to understand the problem that they had, or have. At Holy Rood, we follow the 'It's in

Our Hands' steps to help guide us through these difficult discussions so that we reach a positive resolution, allowing all involved to move forwards:



### **Accept:**

This is about being honest for our part and being ready to find and accept solutions, acknowledging the need to ask God to help us find a way forwards.

Being honest about our errors can be very difficult and can make us feel very vulnerable. We may lie, blame others or make excuses to avoid criticism or punishment and this can become habitual. However, without honest examination of a situation we will not be able to recognise and learn from our errors or poor behaviour.

For another person to be honest with us, they must first come to trust us and know that our intentions are to help them to learn and not to criticise, condemn or punish. For others to trust us, we must be role models and always seek to behave from our values ourselves and demonstrate that we are honest about the mistakes that we make and are prepared to learn ourselves.

To help others to learn, we will encourage and reward honesty, "I know it can be hard to be honest, so well done!"

### **Examine:**

This is about reflecting on the situation, discussing how it all came about and then examining our behaviour, starting to take responsibility for it.

There will always be many reasons for poor behaviour, including the provocation of another person, our mood at the time, how we have come to understand our situation from our parents, our life time experiences, and many other factors.

When supporting a child with examining a situation, we can ask a genuinely curious question such as "How did it happen?" to show that we really wish to understand and support them. Some children may be unable to articulate their own feelings,

however, acknowledging the impact another person's behaviour has had on them will demonstrate that we are being fair, "I can see how that would make you feel cross" or "I bet you were really frustrated".

Reassure that you will deal with everyone involved in the same way and that you will seek for them to be honest and take responsibility for their part.

It may be helpful to explore how they believe the other parties may have been feeling and how they could have dealt with the situation differently.

Once we have established how an incident came about, we can focus upon their own responsibility, how they may have behaved. "How did you deal with how you were feeling?" Reassure that for them to become better problem solvers, they only need to take responsibility for their part and that they are not being blamed for the whole situation.

Once they can focus upon their behaviour, it may well be that their feelings have shifted from anger or frustration to sadness, guilt or embarrassment. This is a valuable starting point for learning, but we are very vulnerable at this stage. Reassure that these feelings can be seen as helpful as they are simply letting us know that we should discover how we can deal with things in a better way.

### **Forgive:**

This is about making it better and fixing relationships. Relationships are very valuable to us and any poor behaviour is likely to cause others to think badly of us. It is therefore very important that we seek to repair any damage caused to our relationships. We can do this in many different ways including:

- Sincere apologies for our part (never forced), this may be verbal or written
- Clearing/tidying up
- Repairing or replacing
- Carrying out a thoughtful gesture

### **Look Forward:**

This is about learning from the situation so that we don't make the same mistakes in the future. We encourage everyone at Holy Rood to take responsibility for their own learning and we can learn from the mistakes that we all make from time to time. We can help each other to learn by asking the questions: "How could you deal with this better next time?" and "How would God want you to behave?" We can then reward great ideas. If they are unsure, we can support them by suggesting suitable options from which they can choose.

### **Give Thanks:**

The final stage is to take time to give thanks to God for his guidance and for the opportunity to wipe the slate clean and start again with a new day. We also need to be thankful for our friends and thank each other for being honest and taking the time to resolve the situation in a calm and sensible manner.

If someone has behaved poorly but has been honest about their part, examined and taken responsibility to learn from their experience, and then sought to make it better, we will consider that the incident is over, and that no further action needs to be taken other than to ensure those involved learn how they may better solve similar problems in the future and any consequences explained. Parents will be informed of the incident by the class teacher or by a member of SLT if deemed necessary.

Improvements in behaviour will be celebrated using stickers, certificates and contact with parents.

### **Playground behaviour**

To help manage behaviour at break and lunchtimes, staff on duty will have 'Consequence Cards' that they can use if there are children displaying negative behaviours. This will result in the child leaving the playground to spend time at the Time Out bench, reflecting on their behaviour and calming down. The child's name will be recorded on a 'Capture It' form and given to the Pastoral Lead so that the issue can be resolved and the form uploaded onto CPOMS with the action taken. Class teachers will be informed and the parents will be notified where deemed necessary. If the child refuses to go to the Time Out bench, a member of SMT/SLT will be informed and they will instead spend their next break time with a member of staff, using the 'It's in Our Hands' model to discuss and reflect on the situation. Positive behaviour on the playground will be rewarded with house points and certificates in celebration assembly for children modelling exemplary behaviour. At the end of break and lunch times, when the whistle has been blown, the expectation is that all children will stop what they are doing and stand still (including dismounting the trim trail), they will then be silent and will walk sensibly to line up when their year group is called to do so. Any child that does not comply with this rule will be recorded on a 'Capture It' form and miss 5 minutes of their break time the next day by standing in the 'Time-Out Zone'.

### **Class behaviour**

Individual classes are encouraged to develop consistent expectations with their teachers to build understanding and ownership. Every classroom should ensure they have a visual (see Appendix A) to help them to manage their feelings.

### **Child on Child Abuse:**

Staff at Holy Rood Catholic Primary School take any form of bullying seriously and have a zero-tolerance approach to these types of behaviour. It is not seen as an 'inevitable part of growing-up'.

Child on child abuse can take the form of bullying (including cyber-bullying) and may include physical assault, teasing, racist and religious bullying, sexual, sexist and transphobic bullying, homophobic and disablist bullying. Child on child can also take the form of sexual abuse; this can include sexual assault, jokes and comments. We recognise that it could happen here.

Definitions of these and details of how the school responds to concerns of bullying can also be found in the school's Safeguarding and Child Protection Policy.

The school take measures to prevent these incidents through our enriched curriculum such as Jigsaw for PSHE, RSHE and Healthy Relationships, National Online Safety, RE and collective worship as well as through whole school assemblies.

Individual support will be given to both the victim and the perpetrator of abuse by the Pastoral Lead in consultation with external agencies and parents and carers.

### Consequences:

Consequences will only be used to help learning, and for no other purpose. Children will be encouraged to think about what the consequences of their actions have been for those around them and how others may have been affected by their negative behaviour. As far as is possible, consequences for the person displaying the negative behaviour should be suggested by, and owned, by the learner. Consequences should be small, fair and achievable.

The consequences for displaying repeated low-level disruptive behaviour might include:

- Loss of play time
- Being sent to partner classes
- Time out
- Separation from distractions

### Dealing with More Disruptive Behaviour:

A child may occasionally disrupt the learning environment of others within the school and having been given the chance to make a better choice, does not respond appropriately to be dealt with in the classroom or playground. In these situations, the child may be required to leave the classroom or playground, either for an opportunity to calm down, or to be dealt with by the Head Teacher or Deputy Head Teacher. The 'It's in Our Hands' process will then be discussed with the child, in order to resolve the situation. This may lead to an internal exclusion for a set period of time.

### Physical Intervention:

Where physical intervention is required, to keep a pupil safe, the school will respond in line with the DfE guidance ['Use of Reasonable Force' \(July 2013\)](#). Please see our Positive Handling Policy which can be found [here](#).

### Persistent Poor Behaviour and Very Poor Individual Behaviour:

Occasionally, a child will be resistant to learning from their mistakes and this can include ongoing classroom disruption. It may also be that a child makes a very serious single mistake, such as verbal and physical abuse of another, intentionally causing damage, or stealing.



In instances such as this, the child should be sent straight to the Head Teacher, Deputy Head Teacher (or SMT/Pastoral Lead in their absence) and the same process will be followed as above, but in addition:

- The child's parent or carer will be notified by the Head Teacher and may be requested to attend the school to decide an appropriate way forward. This will be an opportunity to explain the school process and seek a similar approach to be taken at home.
- Consideration will be given to establishing an individual education plan for the child, an Early Help Record of assessment or requesting a statutory assessment.
- If necessary, a de-escalation plan will be created for the child.
- The SENDCO/Pastoral Lead, under the advisement of the SLT, will offer support for the family and consider whether other agencies should be involved, such as educational psychology, targeted mental health service, and police. In certain circumstances, there may be a legal requirement to undertake this referral. Advice may be sought from the Nyland Outreach Team or other professionals. A child's parent or carer will be informed of the action taken, including a clear rationale.
- Time with the Pastoral Lead to explore reasons for misbehaviour and plan the way forwards.

### **Record of Behaviour Incidents (CPOMS):**

All behaviour issues will be logged electronically onto CPOMS. This will specify the children involved, details of the incident and the necessary action that was required to resolve it effectively. This will be closely monitored by SLT and members of the safeguarding team and any trend/repeat incidents can then be followed up accordingly. Any behaviour issues at lunch or break time should be communicated to the class teacher at a convenient time by the member of staff that dealt with the incident so that the class teacher can update CPOMS if the staff member is unable to do so themselves.

### **Suspension and Exclusions**

In very serious circumstances, and as a last resort, the Head Teacher may impose an exclusion upon a child in line with Suspensions and Permanent Exclusion Guidance (2024) from the DfE, which can be found [here](#). This may take the form of a fixed term suspension e.g., one day, three days, five days. The governors will consider permanent exclusion in extreme cases. Information upon the appeals process is available through the school office.

## Appendix A

